DOCUMENT RESUME

ED 031 873 EF 000 871

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Wayland Senior High School, Wayland, Massachusetts. Profiles of Significant Schools.

Educational Facilities Labs., Inc., New York, N.Y.
Pub Date Jan 60
Note-32p.
EDRS Price MF-$0.25 HC-$1.70
Descriptors-*Architectural Character, Architecture, Building Design, *Design Preferences, *Facility Case Studies, *High School Design, School Buildings, *Team Teaching

A profile is presented of a high school designed to accommodate a team teaching approach to education. The description emphasizes why the school was designed as it was and how it was designed and built. Schematics and photographs are included along with an evaluation of the school in relation to the program for which it was planned. (FS)

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Profiles of Significant Schools

WAYLAND SENIOR HIGH SCHOOL

WAYLAND, MASSACHUSETTS

Prepared by
Evans Clinchy
Editorial Associate

January 1960

Educational Facilities Laboratories, Inc.
477 Madison Avenue, New York 22, New York

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Profiles of Significant Schools

General Introduction

This is one of a series of "Profiles of Significant Schools." The series is designed to acquaint school administrators and members of boards of education with some of the latest developments in school planning and design. What makes a school significant? It may be an unusual solution to housing the school's educational program which is itself unusual. It may be an architectural solution of great promise. Or it may be an illustration of one point of view on an architectural issue, e.g. air conditioning, portability, subdivisibility.

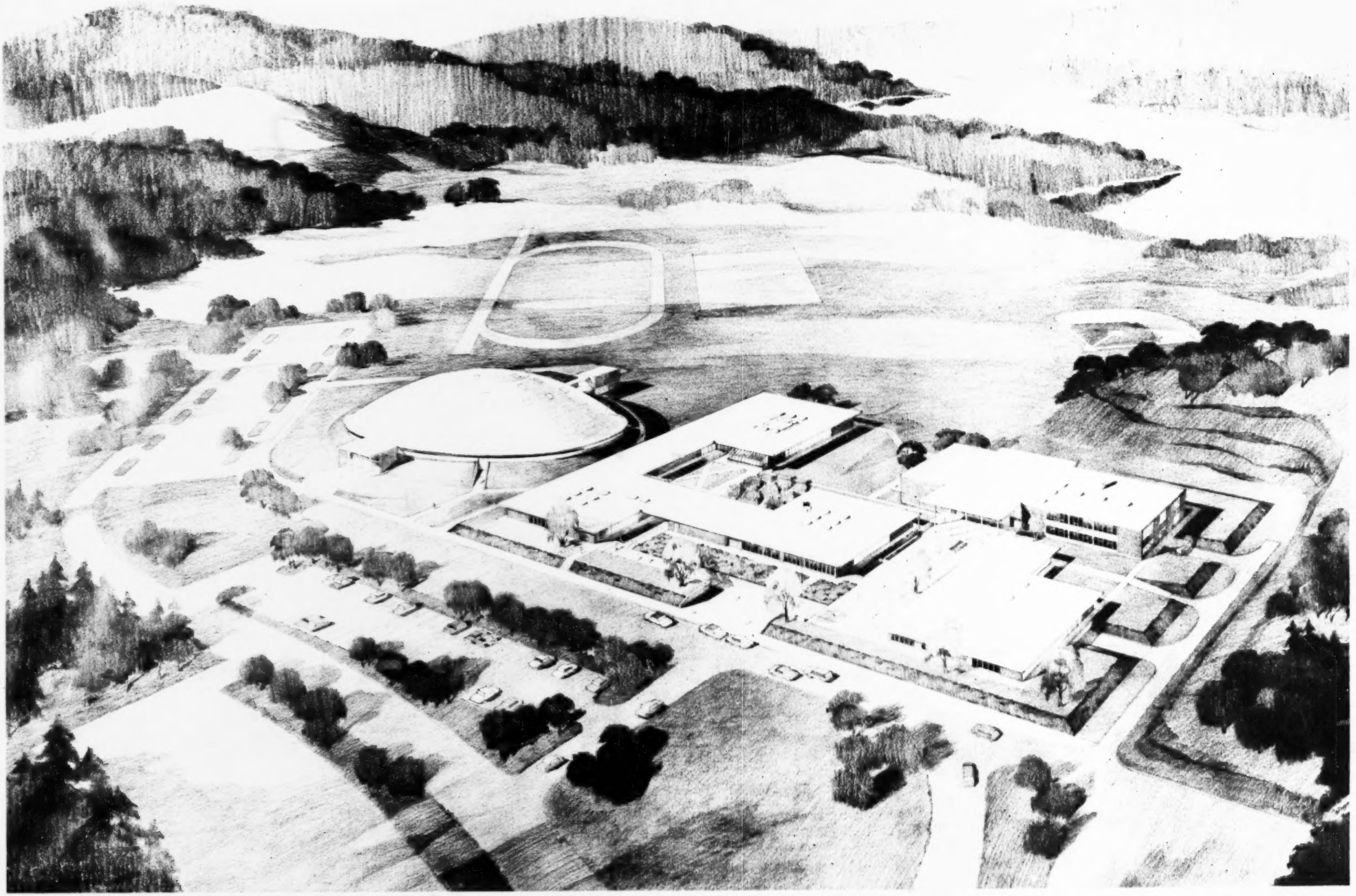
Since a school cannot be fully understood apart from the program it houses, these profiles will generally describe briefly the educational bases of the design of the buildings. The profiles will attempt to show two things: first, why the school was designed as it was; and second, how it was designed and built. If possible, an evaluation of the school in relation to the program for which it was planned will be included.

These are profiles of individual schools, built in individual communities, to house individual programs. They may not serve ideally in other settings for other programs. However, they represent - in EFL's eyes - significant approaches to schoolhousing. We hope they will stimulate new and better schools.

The series of profiles is itself an experiment and we would appreciate your reactions to it as well as suggestions for making future profiles more useful.

Additional copies are available from the offices of Educational Facilities Laboratories, Inc., 477 Madison Avenue, New York 22, New York.

School:	Wayland Senior High School Wayland, Massachusetts
Size of enrollment:	850 students
Grades:	9-12
Architects: In charge of design:	The Architects Collaborative John C. Harkness Herbert K. Gallagher
Educational Consultants:	Kargman, Mitchell, and Sargent Cambridge Consultants, Inc.
Superintendent:	Edward J. Anderson
Principal:	W. Maxwell Griffin
School Committee: Chairman	Douglas M. Surgenor
School Building Committee: Chairman	Allen R. Finlay



WAYLAND SENIOR HIGH SCHOOL AS IT WILL APPEAR WHEN IT OPENS FOR ITS FIRST CLASSES IN SEPTEMBER, 1960.

Wayland, Massachusetts, lies 16 miles west of Boston and now harbors roughly 10,000 people. There were only 4,400 people there in 1950. Many Wayland residents work in the town's shops and service industries or still commute to Boston. But an increasing number are professional people - scientists, college teachers, engineers, and management men - who have settled their families in the carefully zoned forests of Wayland because Wayland lies within a few miles of the burgeoning missile, electronics, and office parks springing up along Route 128. Wayland is also barely a textbook's throw from such brain centers as Harvard and M.I.T. in nearby Cambridge.

Not that Wayland is ideal. While the town remains determinedly residential and the very model of a picturesque New England village, Wayland has its less captivating sections too. But these depressed areas are small and do not much affect the tidy nature of the community. Normally, building lots must be either a full acre or an acre and a half and will cost anywhere from $5,000 to $10,000. The new people are as determined as the older Waylanders to keep the town clean, neat, and relatively expensive.

But the new residents have in the past decade forced a change in Wayland's educational outlook. School, college, and graduate school have enabled the new residents to rise to their present positions of prestige and affluence. They want their own children to receive equal or superior benefits from schooling. This background in the home is reflected in the estimation that 85 per cent of the students in the existing Wayland high school are qualified for college - or at least are aimed along the college-bound route.

The Process of Schooling

The schools before 1956 were quite conventional. The teachers had fairly set courses of study to complete by the end of each year. In the elementary schools, each teacher took her 30 children of mixed ability and, as best she could, carried them as far as possible along the carefully marked academic road.

In the high school, each teacher had five or six classes every day in a particular subject, each group to be taught the subject at the class's average level. At the beginning of each term the students were placed into four or five appropriate and, for the most part, prescribed courses. These courses were duly followed until the next set of courses came along. Except for some sectioning by ability, there had been no extraordinary attempts to provide more individualized instruction.

This conventional order did not seem to answer the needs and desires of the community, in the opinion of the School Committee, as a school board is called in Massachusetts. The Committee began developing new educational aims. Given the social and economic soil in Wayland, it is not surprising that a higher quality of schooling became the dominant aim. To the School Committee, quality did not simply mean raising the level of academic achievement. The Wayland school people believed that only the individually responsible student would be propelled by a desire to investigate and to seek answers for himself. They came to the conclusion that the system should place a larger share of the responsibility for accomplishment on the student. They hoped the students coming out of the Wayland schools would be self-directed individuals able to perform organized, independent work and impelled by a socially useful and approved purpose.

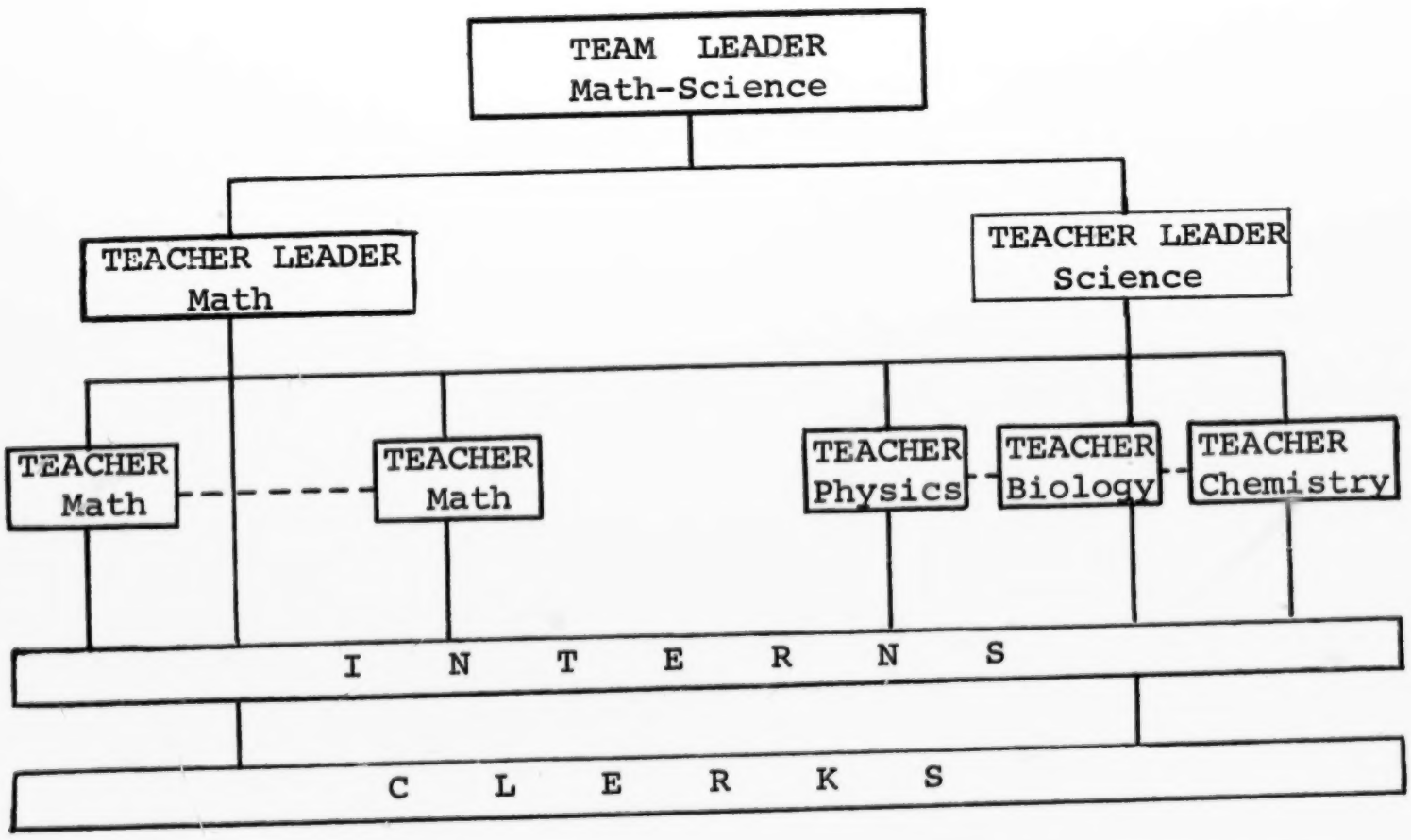
The Organization

While the School Committee was developing these educational aims, they realized the conventional organization of a high school was not adequate for Wayland's purposes. Their deliberations resulted in several changes which gradually developed into the new program now being inaugurated.

In 1958 the plan of using teacher interns was put into effect. Undergraduate education students from Boston's Northeastern University, graduate interns from the Harvard Graduate School of Education, and student teachers from other nearby colleges were brought in to serve as assistants to the regular instructors while learning the ropes of the profession.

A different system of organizing teachers was in order. The teaching staff, therefore, was organized into teams according to subject. The subject's leading teacher was placed in charge of the team and in charge also of organizing and coordinating all of the material and all of the teaching in each subject.

Thus a teaching team was organized in this manner:



The administration of the school was still headed by the principal, whose main job now became the coordination of the teacher teams and general planning for the school as a whole.

The next step was to cast out the idea that every phase of every subject could be taught best in uniform classroom groups - and the corollary idea that all students learn all things best in such groups. Experience in nearby school systems such as Newton,

Massachusetts, indicated that films, demonstrations, and much general background information could be taught most efficiently by a single talented teacher in large group lectures.

Discussions, more personalized teacher-student contact, and more individually tailored instruction should be handled, the School Committee thought, in smaller, seminar groups.

Many students, especially the very bright and very slow, could exercise their talents through an almost tutorial system of instruction, thus eliminating the need for special and expensive programs for the gifted and the slow.

During the summer of 1959 it became the responsibility of the teaching team - and especially its leader - to work out the curricular schedule, to advise on what should be taught in each of the large, medium, and small groups, what kind of audio-visual and library resources were needed, which students needed special help, and which students were to be encouraged to plan ahead on their own. Each team also worked with other teams to see how each subject matter field could supplement and enrich the others.

Time for planning, conferring, and small group and individual instruction was made available because of the time saved in teaching large group material only once to many students rather than many times over in regular classes which each took the time of an individual teacher.

Wayland's school authorities believe the new method, inaugurated in the fall of 1959 in the existing high school, provides a large amount of individualization. A particularly bright ninth-grade student, for instance, might pick up the basic principles of algebra and geometry in his large group instruction and carry them a bit further in medium group instruction and seminars. Then, if, in his own and the teacher's opinion, he were ready for more advanced work in trigonometry, solid geometry, quadratics, and the beginnings of calculus, these could be opened up to him through individual and tutorial work. Advanced standing classes in calculus would be available later on, even if he were not chronologically eligible for them under a normal high school program.

The program of a typical 10th grade student might look like this . . .

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Medium group Math	Physical education	Resource center, or library	Medium group Math	Physical education
2	Large group Chemistry	Large group Math	Medium group Chemistry	Medium group Chemistry	Small group Math
3	Resource center, or library	Small group Chemistry	Small group Chemistry	Resource center, or library	Small group Chemistry
4	L U N C H				
5	Small group Social Studies	Small group Conversational French	Small group Social Studies	Medium group Social Studies	Large group Social Studies
6	Small group English	Individual project work: music, art, shop	Large group English	Medium group English	Medium group English
7	Language laboratory French		Language laboratory French	Large group French	Resource center, or library
8	Sports, recreation, music, drama	Large group Driver Education	Sports, recreation, music, drama	Individual, tutorial, and planning with teachers	Sports, recreation, music, drama

A teacher's program might look like this . . .

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Preparation of material	Preparation of material, professional study, student evaluation, etc.	Medium group	Small group	Small group
2	Large group		Large group	Individual tutorial	Small group
3	Medium group	Medium group	Planning	Small group	Small group
4	L U N C H				
5	Teacher team conference	Small group	Medium group	Medium group	Medium group
6	Medium group	Small group	Small group	Small group	Preparation of material and planning
7	Individual tutorial, In-service training, or faculty meeting	Medium group	Team conference	Small group	
8				Tutorial or student conference	

The same flexibility of program can work equally well for the slower student.

Building a New School

This, then, is Wayland's revamped educational program. While the new program was being developed, the growth of the school population made the existing school inadequate. The School Committee decided to turn the existing high school into a junior high school and to build a new senior high school for 850 pupils. The plans for the new program and the plans for the new school were created during the same period. The basic changes in the school program posed the question of what kind of facilities would be required to accommodate the new program most effectively.

What immediately became apparent to the Wayland authorities was that the conventional high school building would not do for Wayland's program.

For the intimate atmosphere the new program was designed to create, the typical high school seemed institutional and impersonal. A series of uniform classrooms was not a workable system for large, medium,and small group classes. The conventional school would not provide space for individual study in areas where resource materials were conveniently at hand.

All of these considerations strongly indicated a design as different as the program itself. The architects, the School Committee, the school building committee, and the school administration all collaborated on working out a school to house the program.

In order to overcome impersonality and institutionality, the planners broke the school up into six separate centers. (Figure 1.) They did not adopt a pure campus plan, nor did they attempt to create separate schools within a school. The six buildings, which will be completed and ready for occupancy by the fall of 1960, are spread across a relatively small area - 23 acres for buildings and playing fields out of a 93.5 acre site. According to the architects, this will mean less noise, traffic, and confusion than occur

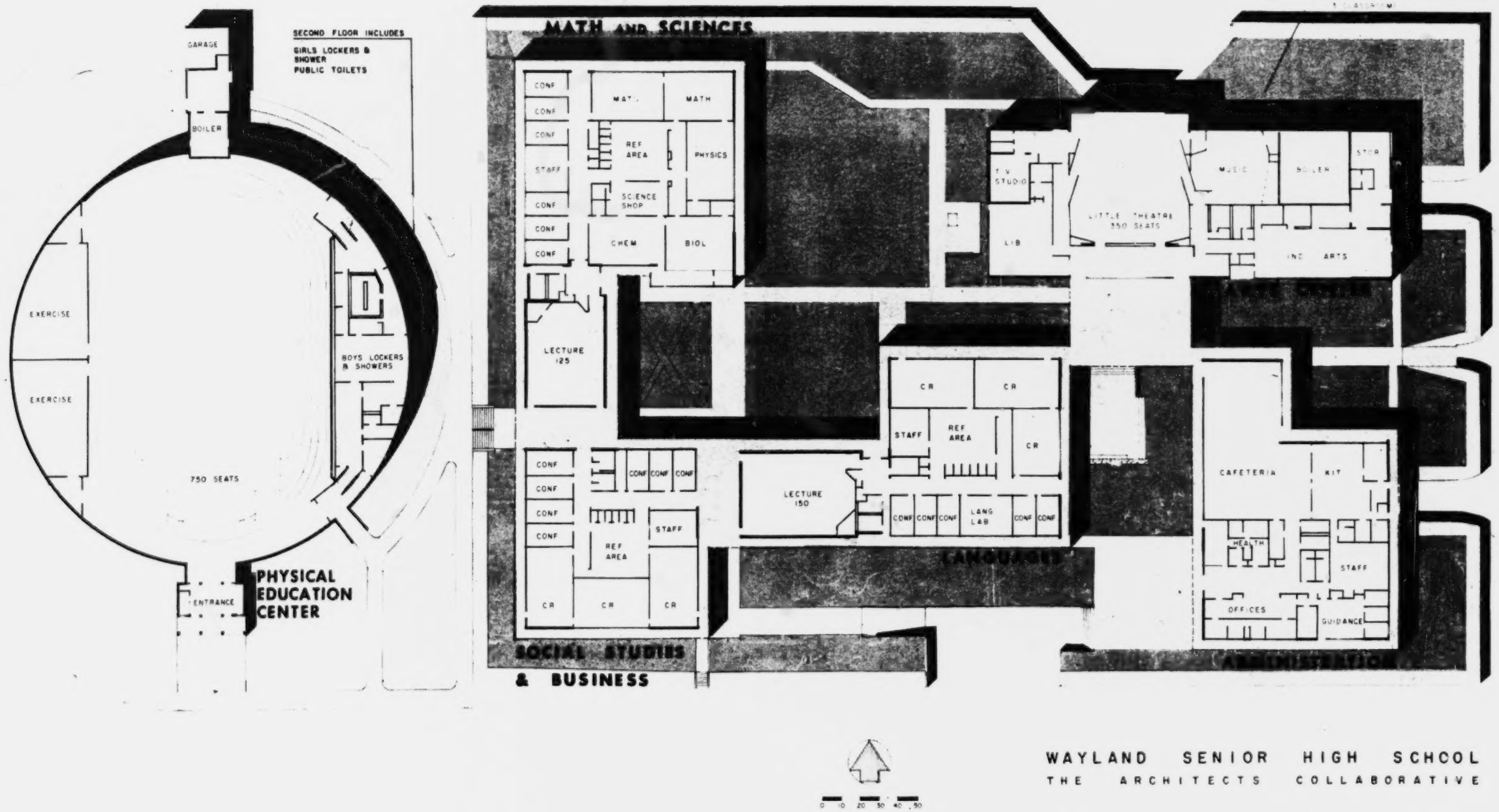


Figure 1. - The plan of the school is a condensed campus plan.

in a single building. The same arrangement also makes possible the impressive economy of reducing enclosed corridor space from a normal 15 per cent to 7 per cent of total floor area.

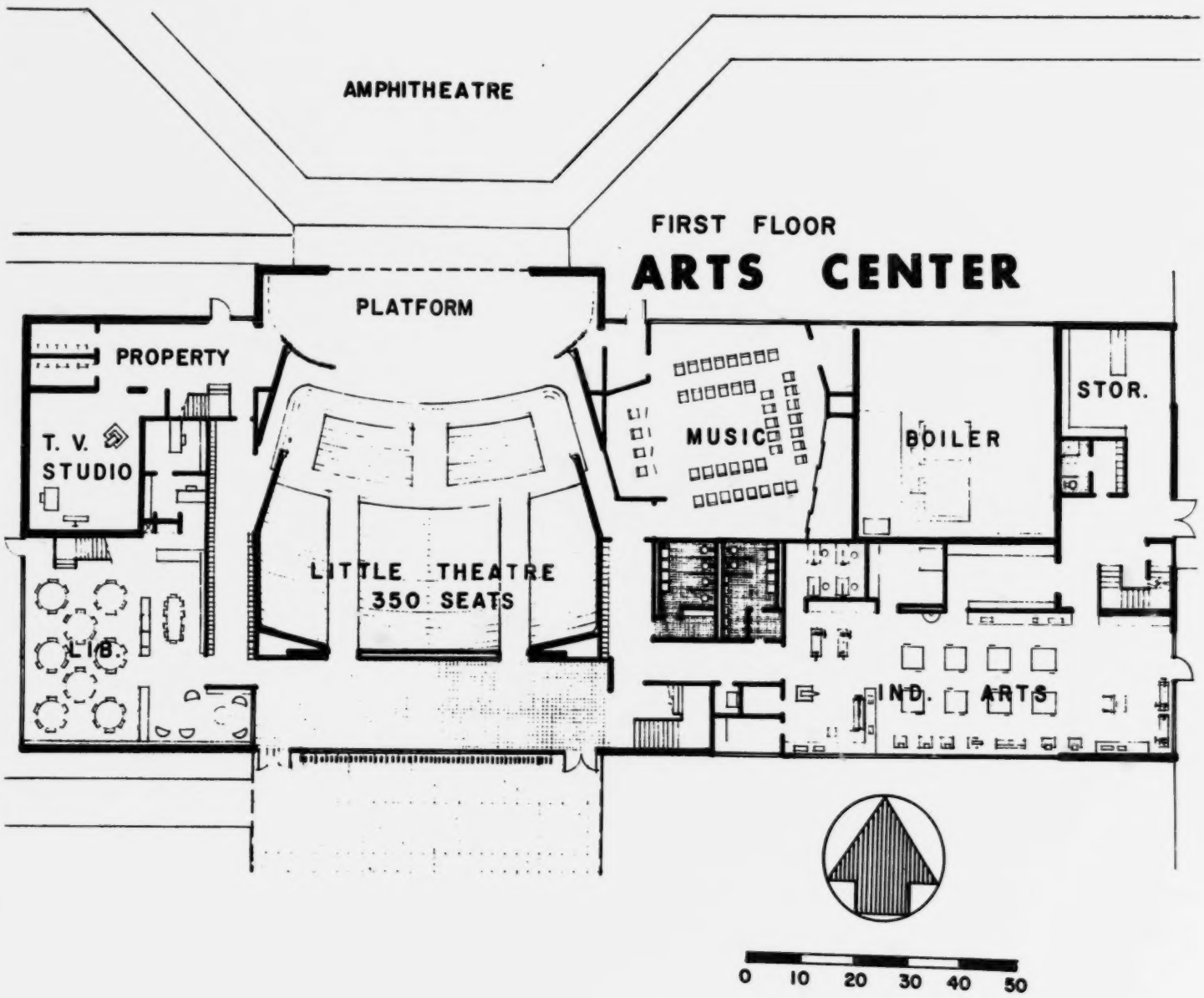


Figure 2. a

The arts center (Figure 2.,a and b) houses the 350 seat little theatre, a television studio, the central library,

an industrial arts shop, the graphic arts and home arts rooms, ceramics and sculpture studios, music rooms, and a special educational workshop for slow learners.

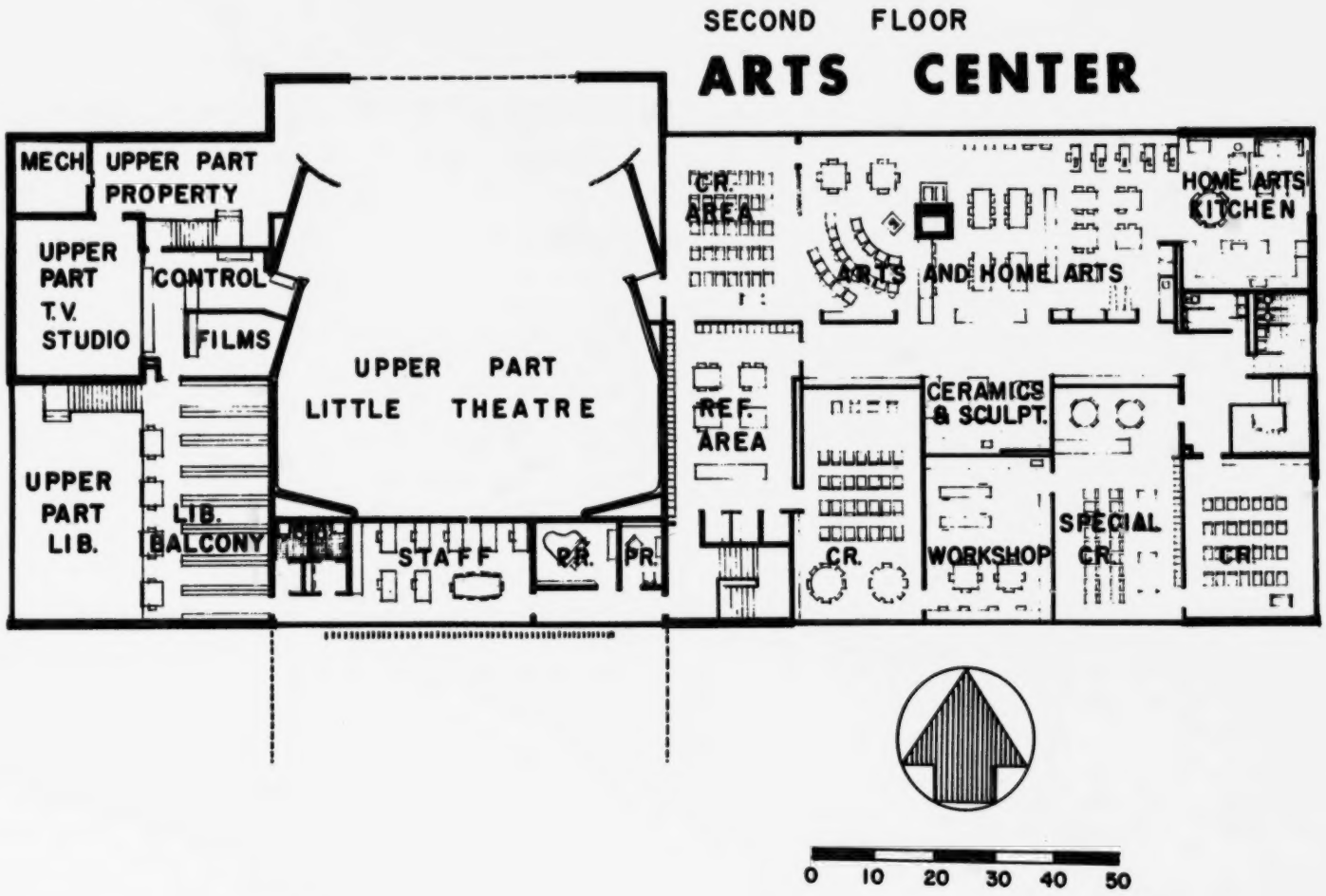


Figure 2. b

The math and sciences building contains a large group lecture room, physics, chemistry, and biology laboratories, math

classrooms, small group rooms, and the math-science resource area with its applied science workshop. (Figure 3.)

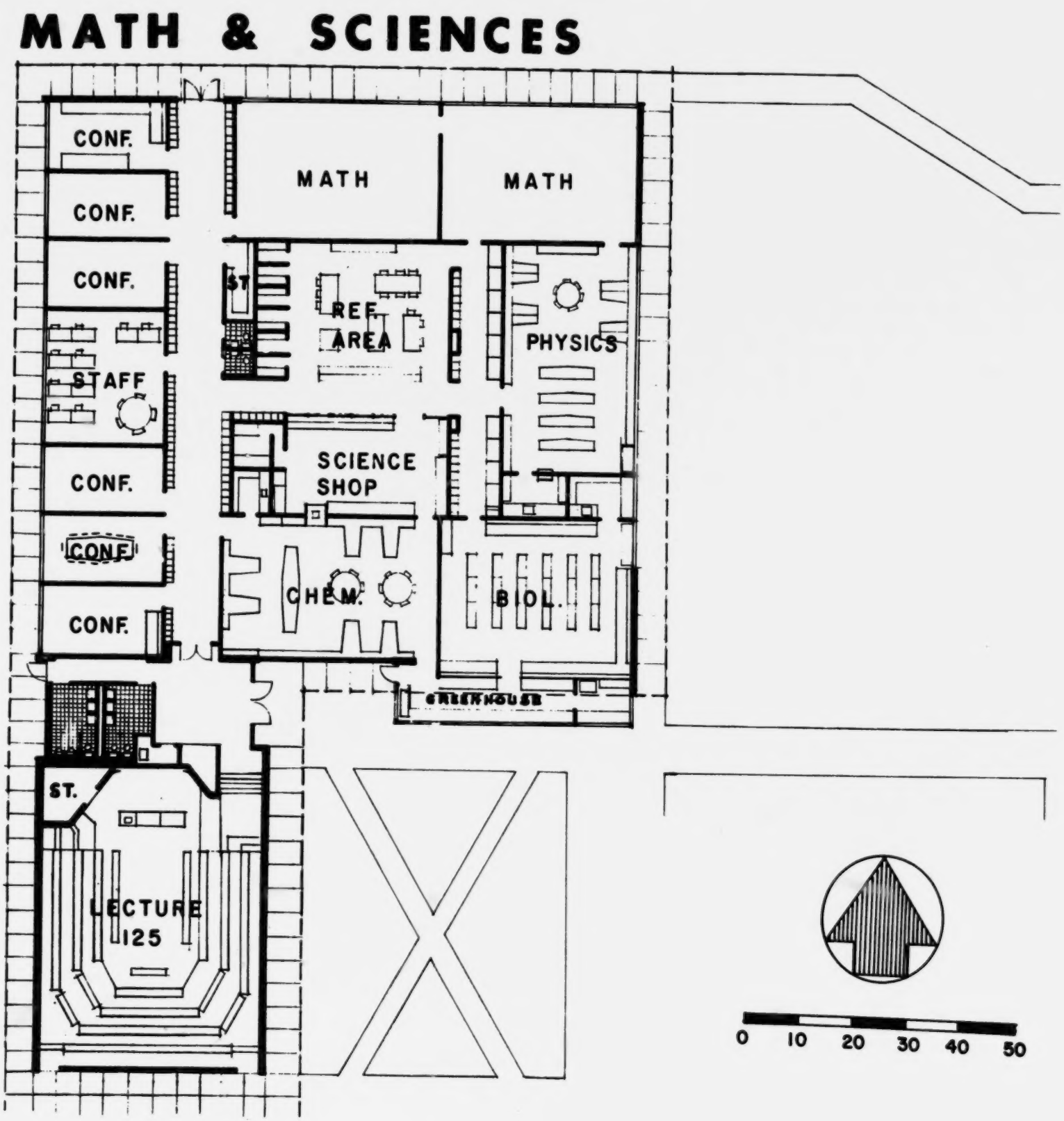


Figure 3.

The social studies and business building (Figure 4.) includes small group rooms, large group areas, and a social studies resource center.

The language building (Figure 4.), besides its classrooms and a large group amphitheatre, also has its languages resource center and a language laboratory equipped with electronic recording and playback devices.

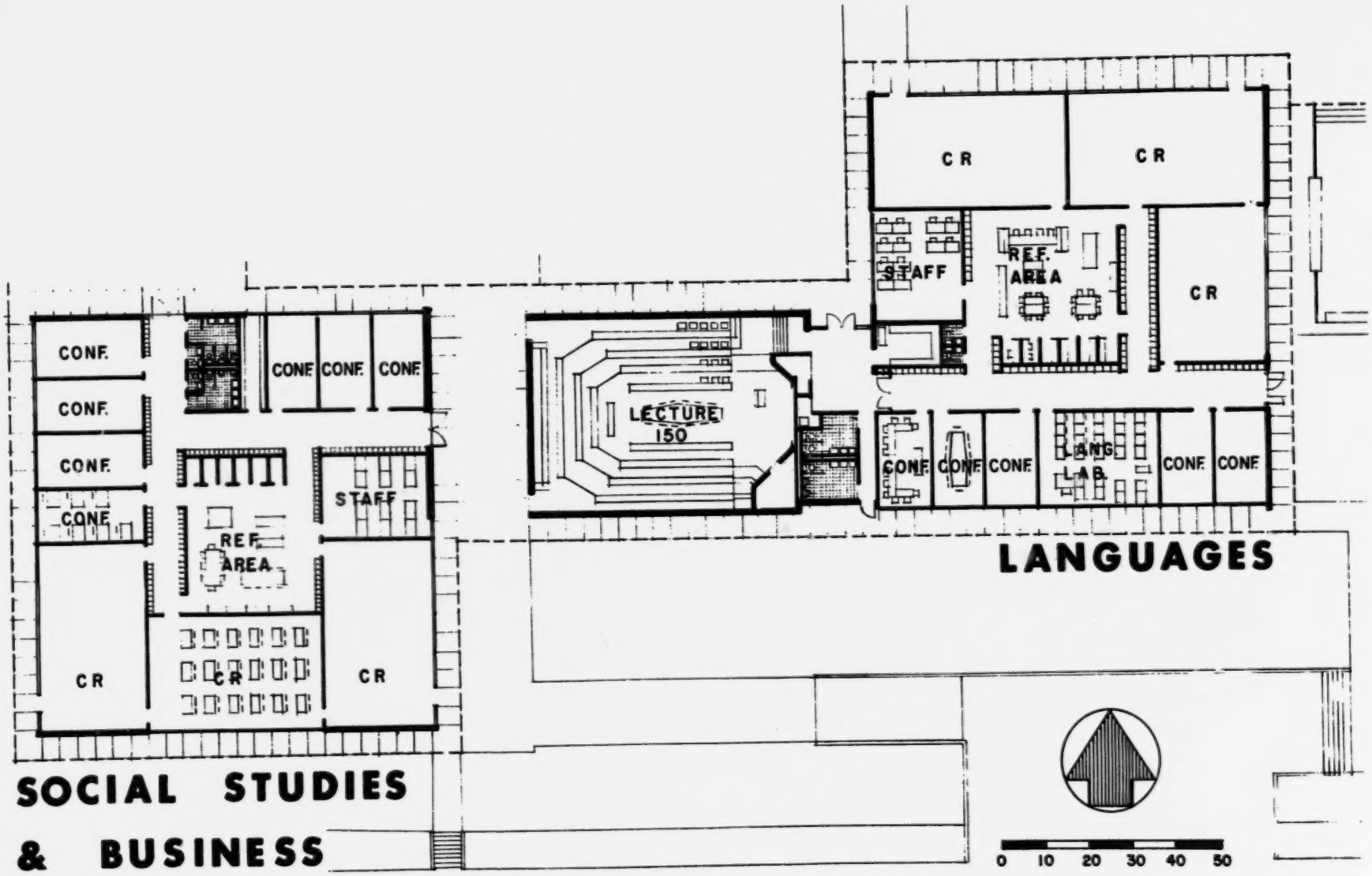


Figure 4.

The administration building (Figure 5.) houses, besides the administrative offices, the central guidance department, staff conference rooms, health offices, and the kitchen and cafeteria.

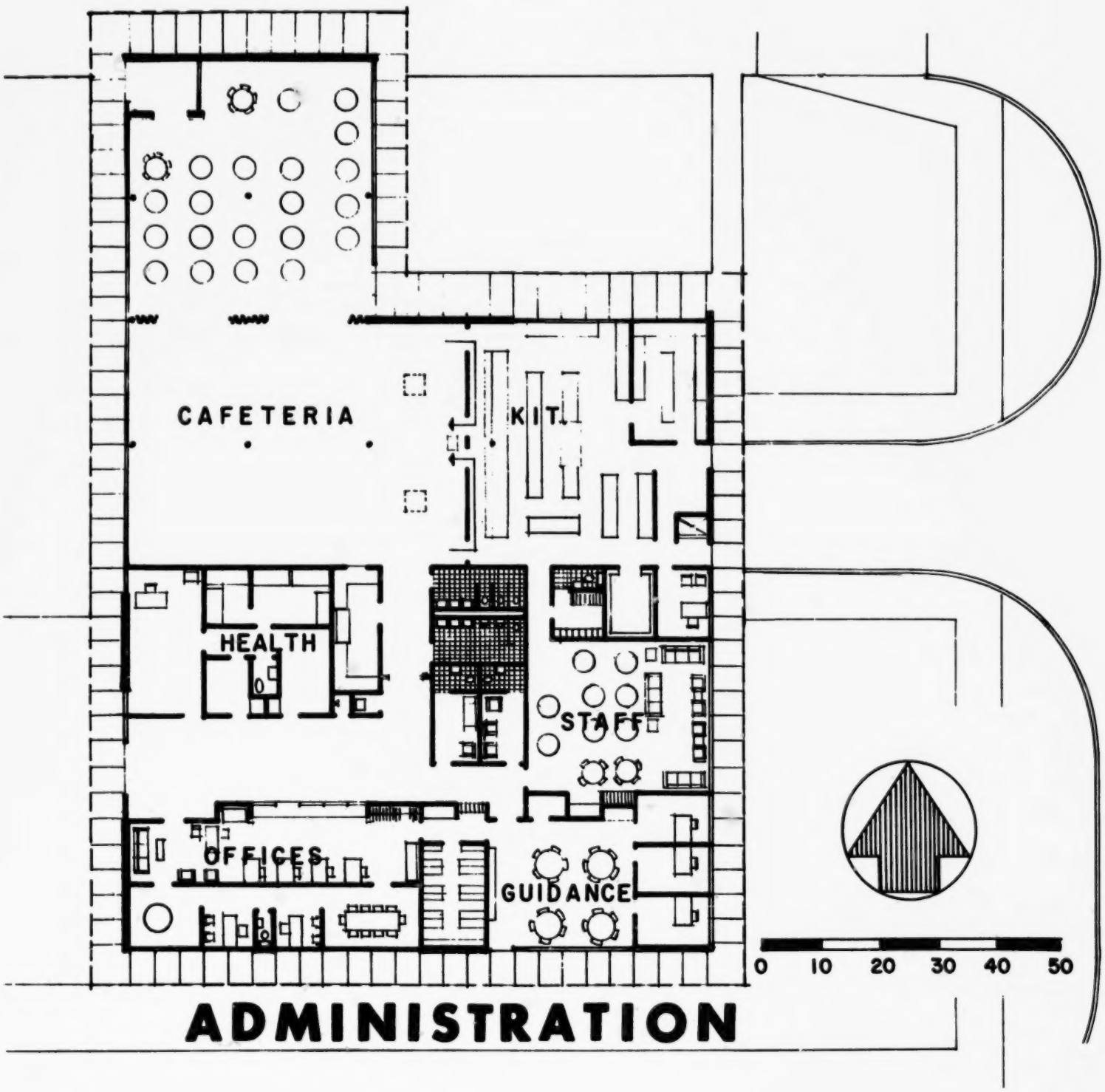


Figure 5.

The most immediately striking physical departure in the Wayland plan is the domed field house. By means of this design, the school is given 41,000 square feet of enclosed space not limited by or to the dimensions of a basketball court. (Figure 6.)

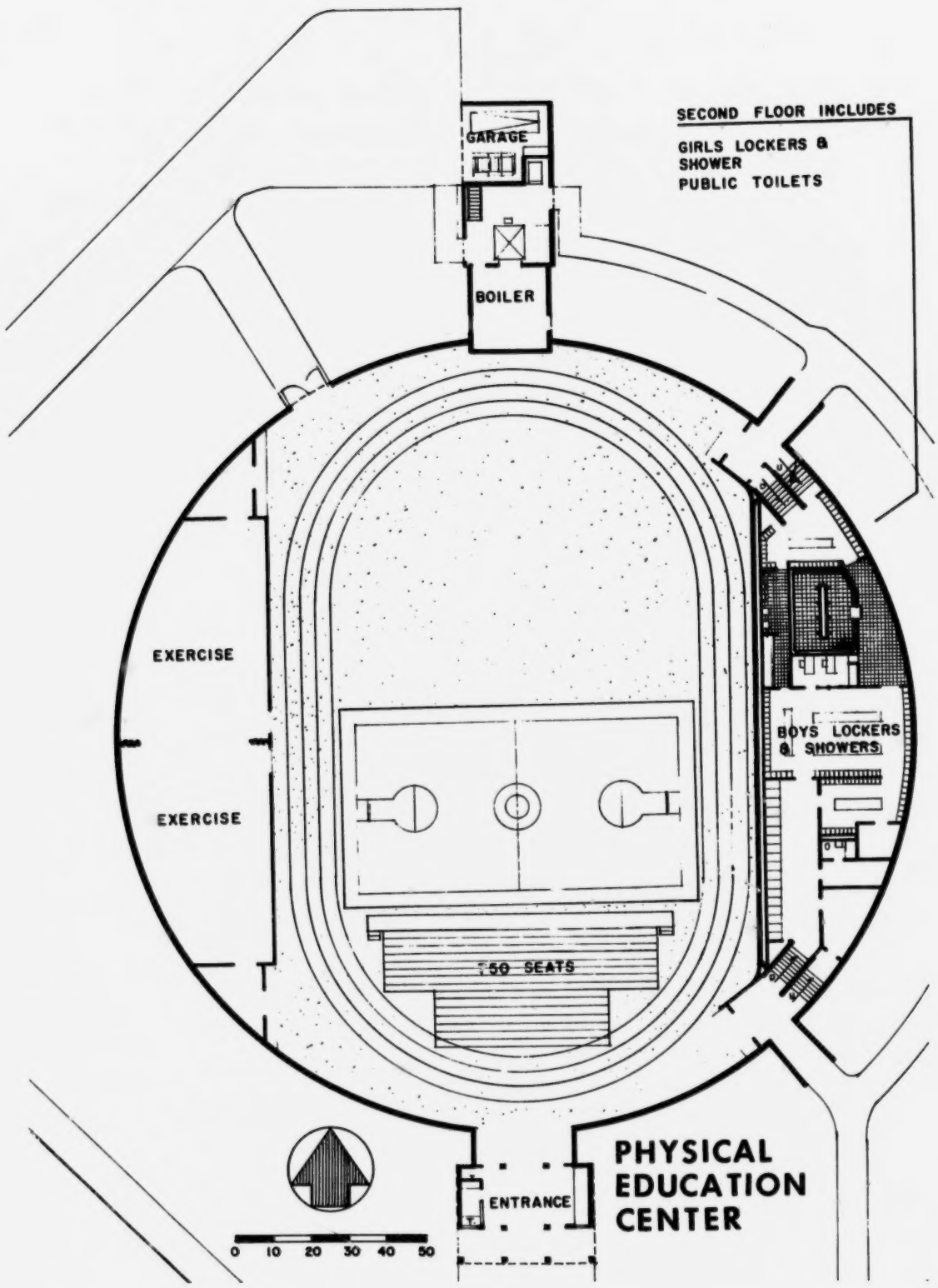


Figure 6.

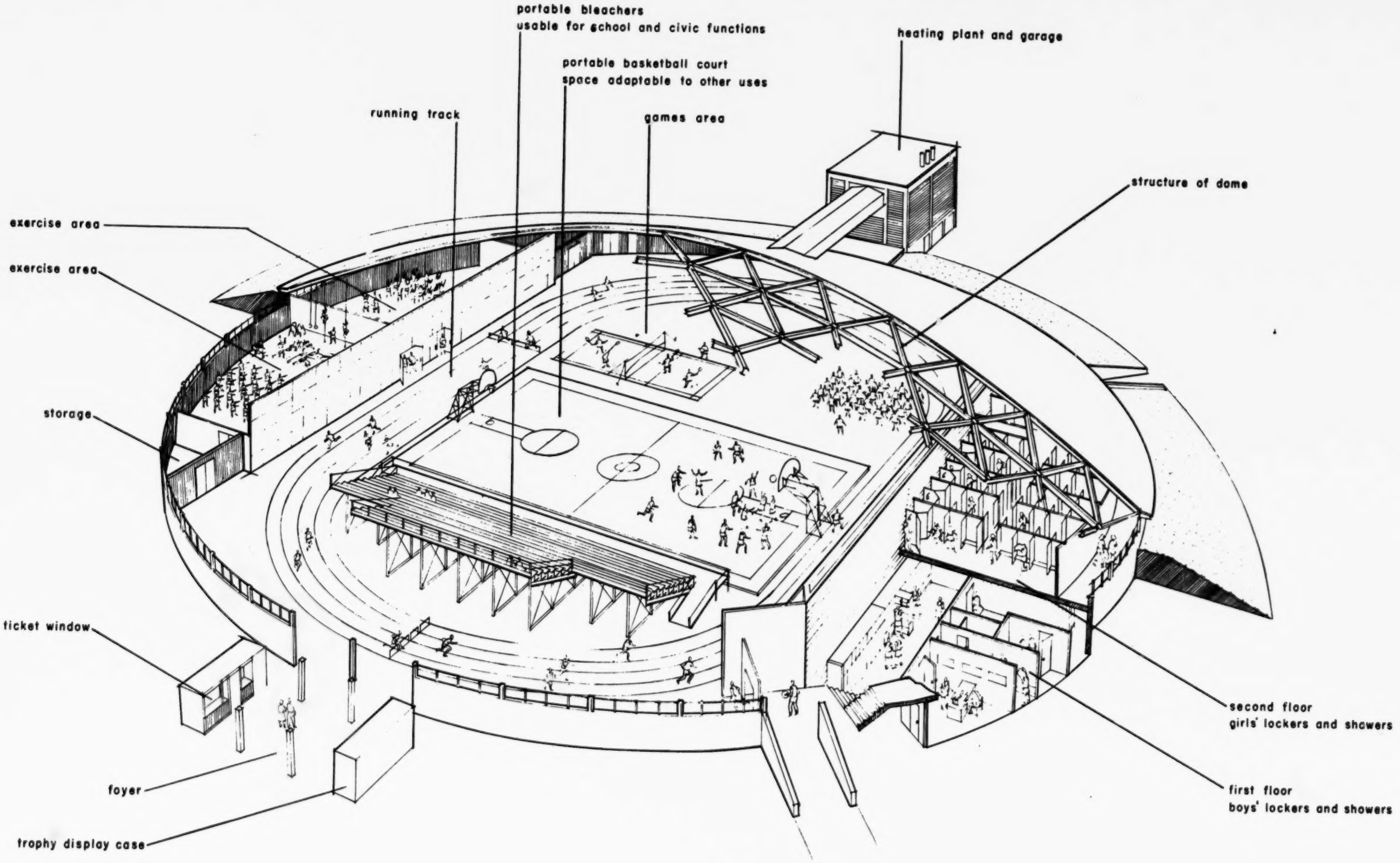


Figure 7. - The Field House

The field house can and will be used not only for basketball, but for all-school assemblies, town meetings, indoor football and baseball practice, indoor track and field practice, and calisthenics. (Figure 7.) The aim behind the field house is to provide physical education for all students, not just the basketball team or other interschool competitors. It can be adapted to many uses, and this adaptability is gained through no loss of economy. The field house is designed to handle 1,200 students so that the school may, if necessary, expand to this capacity in the future.

The Program in the School

Students interested in science and mathematics studies will center their school lives around the math and sciences building. Upon entering the school in the 9th grade, each student will be assigned to a math-science teacher who will be his guide and mentor for the next three years. Each teacher will be responsible for 20 such students throughout their stay in the school.

Thus a mathematics or science major will center his intellectual life in that area of the school's physical plant where he is most likely to find congenial teachers and fellow students. All of his school activities not directly connected with mathematics or science will be conducted in the appropriate section of the school - English and languages in the language building, arts and music in the arts center, physical education in the field house, etc. No one will be confined to his home base. Any student can easily shift his center in the interests of a better educational experience.

The rigid separation of studies into departments will be avoided, even though the creation of separate subject centers might at first glance increase this danger. The team leaders, under the direction of the school's principal, are already operating as a planning committee for the school as a whole. The committee oversees the construction of the various courses of study and attempts to ferret out instances where the courses naturally mesh. An attempt is then made to combine the teaching of the subjects. In 1959 the students delving into Shakespeare's Othello

were given a large group lecture on Verdi's Otello, and the two methods of artistic communication were concurrently explored. This was one of 12 large group English lectures given jointly with the music department.

By methods such as this, the school hopes to impress upon the students its own belief that learning is not a series of conveniently labeled and compartmentalized slots. The students will emerge from the school realizing that all kinds of knowledge are subtly and inseparably bound together.

Flexibility and Variety

The conventional school classrooms of equal size were obviously unsuited to Wayland's program. To use a classroom of 800 square feet for a 10-student seminar is wasteful. To use such a classroom for the instruction of 125 students is impossible.

One answer would have been a system of movable soundproof partitions to enable the school to set up small, medium, or large classrooms at will. But no one had come up with an acoustically satisfactory and reasonably priced partition at the time the school was planned. So the school was planned for flexibility through variety of accommodation.

This means that space for classes of various sizes is achieved by providing classrooms of various sizes. (Figure 8.) The buildings are all designed so that there will always be an appropriate space for each of the activities demanded by the program. Conversely, the buildings are designed so that all of the space provided will be in almost constant use. The school will, it is hoped, be adaptable to shifts in the program, and also will be a great deal more efficient - and therefore more economical - in its use of space than the conventional high school.

To add to the school's adaptability, there are gypsum partitions in 4 x 8 panels between some of the smaller conference

rooms, which cost about $500 per partition and which could be ripped out overnight if a large space were suddenly needed. These same partitions can be reused at least twice and can be speedily put up to divide a medium sized classroom into smaller sections.

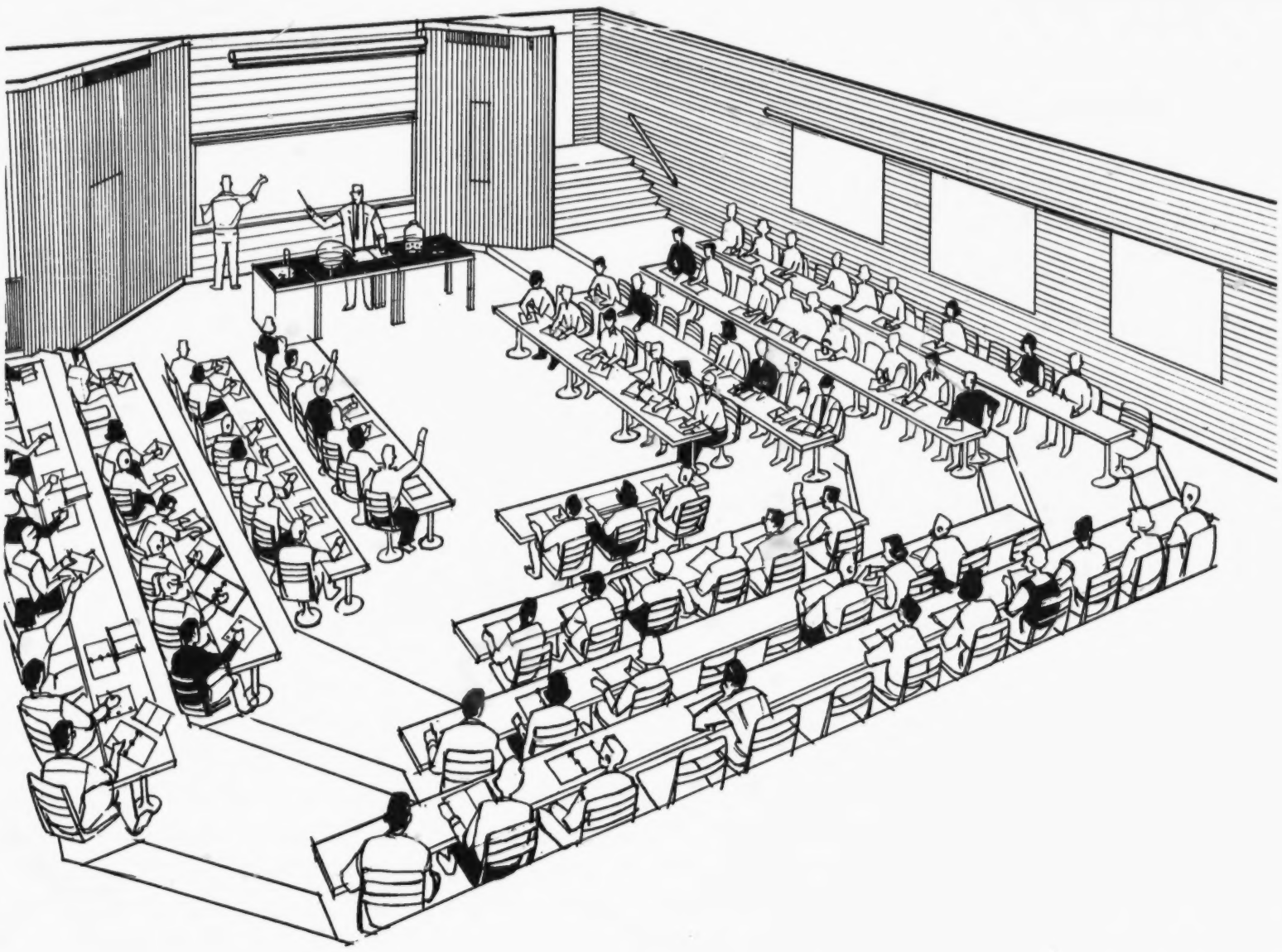


Figure 8. - Large group classroom

Individualization

The heart of each of the subject area buildings, and of the plan to bring individual responsibility into the program, is the resource center. (Figure 9.) It is located in or near the geographic center of each building. It is at one and the same time a branch of the library (stocked with books and printed material relevant to the subject area), a study center with cubicles for individual work, and a reference and equipment center for tapes, films, records, and other aids which the student or teacher might want.

The responsible student will be able to retreat to this area to work on his own projects, to investigate material which is of interest solely to him, or to do assigned work.

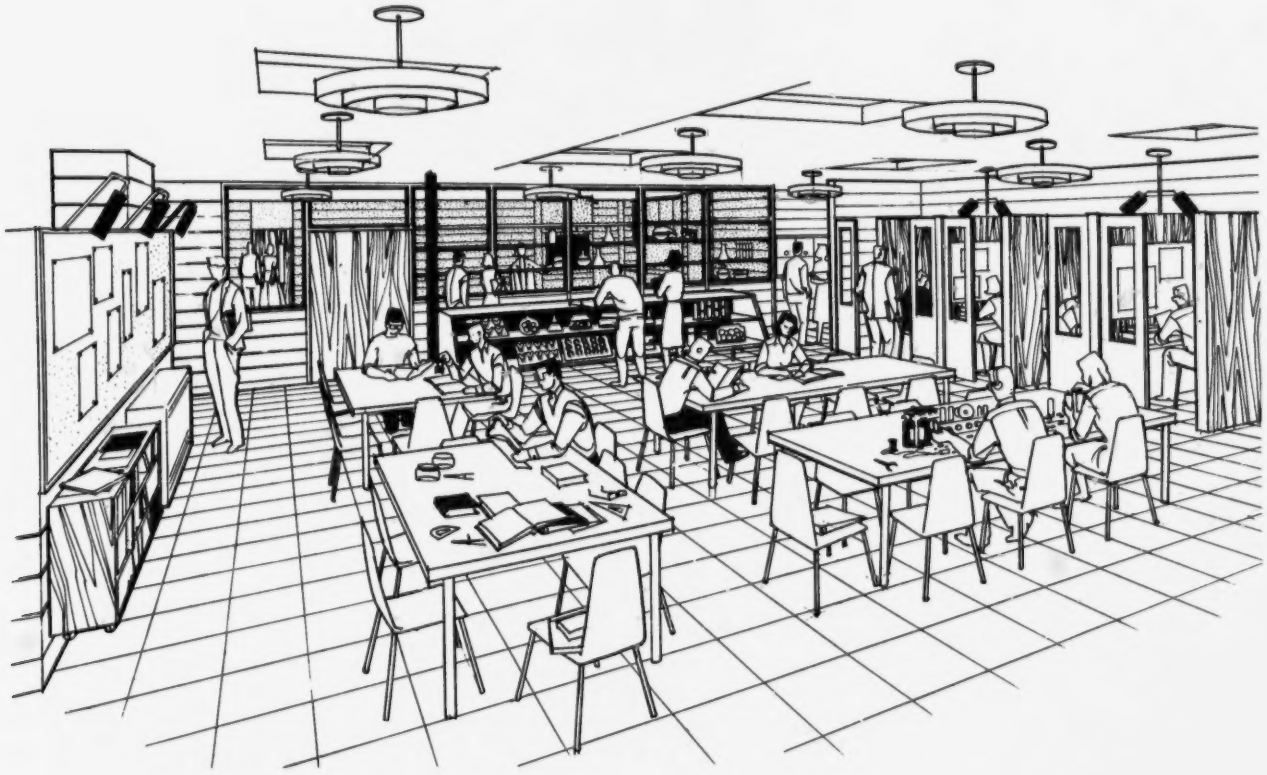


Figure 9. - Math-Science resource center with applied science workshop to the rear.

Closed-Circuit Television

Since teaching by television is planned as an important part of the Wayland program, all of the classrooms, including the small seminar rooms, will be equipped either with television receivers or with space and electrical facilities for portable sets. The school contains a fully equipped television studio (Figure 10.) for originating programs and student television productions. Educational television programs from Boston's WGBH-TV will be available. A plan to connect the Wayland ETV setup with one or more neighboring towns is also contemplated to broaden the teaching resources available to all of the connected schools.

Each of the large group instruction rooms will contain large-screen projection television machines suspended from the ceiling. Broadcasts may also originate from the large group rooms. The entire school is heavily wired to handle whatever program and equipment Wayland may need in the future.

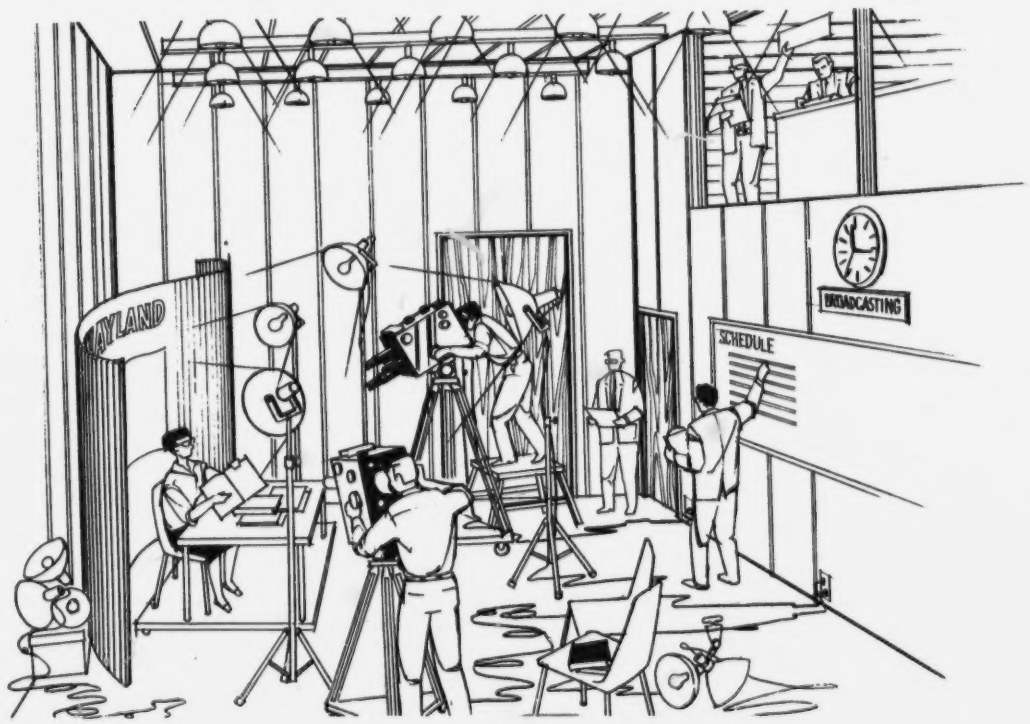


Figure 10.- The television studio is also equipped for broadcasting from the little theatre next door.

Summer Use

The school has been designed so that it can be used for special, voluntary programs in the summer. Five-foot overhangs along walls exposed to sunlight will keep the building cool. Air conditioning is not contemplated at this time.

The Physical Setting

The school buildings are set on a site of 93.5 acres of treeless open farmland, sloping downward to the Sudbury River. The buildings are grouped on a raised and graded plaza 3 to 4 feet above the surrounding level grade. The actual site of the school and its playing fields takes up 23 acres. Part of the remaining land is planned as the site of a community junior college when and if the need for a 13th and 14th grade program arises, and the funds become available.

Some General Cost Considerations

Wayland Senior High School has been pictured so far as an example of a town's willingness to explore new ideas and to transform them into concrete, brick, and glass. The impression may be that it is an extravagantly expensive school. This is not the case.

As Allan R. Finlay, one of the leading citizens in the creation of the school, has put it, the school "attempts to break new ground... but with a firm policy of keeping costs within average Massachusetts experience for similar buildings and within the reasonable ability of the community to pay.

"The building committee devoted great effort to seeing that the building costs were kept within this policy and put much emphasis on it in its public relations program. We believe it is a short-sighted policy to shoot for the ideal if the community cannot really afford it and would be unwilling to accept it. I believe the School Committee leans to the same policy on operating costs, although temporarily it must be recognized that introduction of new concepts tends to produce above average costs until standardized."

Wayland Senior High School is designed for 850 students in grades 9, 10, 11, and 12. The total cost of all the buildings - 118,000 square feet - was bid in at $1,463,373. Site development and utilities cost an additional $273,184, thus giving a general contract total of $1,736,557, exclusive of equipment, fees, the insurance required of the town, actual cost of site, and a $63,443 contingency fund. The site cost $63,000. Equipment is expected to cost $350,000 and fees and insurance $150,000, bringing the grand total for the completed school to $2,363,000.

These cost figures give a figure of roughly $12.40 per square foot, or $1,722 for each of the 850 students, for the buildings alone (including the field house), and a figure of approximately $2,780 per pupil for the finished and equipped school and site.

Because of the character of Wayland's population, as was pointed out earlier, the new school is <u>not</u>, in Mr. Conant's sense of the word, a comprehensive high school. Vocationally oriented students are transported to nearby state technical schools, thus eliminating any necessity to include elaborate vocational programs and their costly shops, home economics rooms and up-to-date business machines. Wayland does have <u>some</u> of these facilities - a home arts kitchen-dining room, a sewing room, a crafts and student area in the arts center, and some business facilities in the social studies building.

These nonacademic facilities, however, are not thought of as separate or purely vocational, but rather as a necessary and desirable part of a rounded educational program. The Wayland School Committee believes that all students should be able to type, to do minor mechanical repairs, and to appreciate the culinary and craft arts as well as the arts of music and painting.

This high school does not place any great emphasis upon the psychiatric side of its psychological services. There is much academic guidance, especially on the part of the teaching teams and each student's individual adviser. There are special spaces in the administration building for more formal guidance interviews, and there is a heavy program of intelligence and achievement testing.

The Architectural Approach

The aim of the architects was not just to slip a sheath around Wayland's program, nor merely to provide a school which would not obstruct the program's operation. What the Wayland people wanted and what the architects sought to provide was a school which would actively assist the program, a school which would, in a sense, insist that there be more individual teaching and learning. Wayland Senior High School is an attempt to reverse the effect of the conventional aggregation of uniform classrooms which by their very nature urge uniform class size and work against the intimate cooperation of teacher and student.

This liberation of the program is accomplished in part, the architects believe, by breaking up the school into smaller, mainly one-story, units and thus providing more quiet and intimate, less institutional and congested, surroundings. The provision of several large group rooms, many small group rooms, and only a few medium group rooms naturally tends to force the breaking up of class size. It does not force teachers and students to talk to each other or to use seminars and individual instruction. The teachers could remain remote and could abuse the alluring conveniences of large group instruction. But the smaller, intimate spaces invite use.

The architects also wished to provide a school which students might enjoy, a school which will compete with the corner drugstore. There was an earnest attempt to make the school as appealing as possible - within price limitations, by providing a central courtyard (Figure 11.), glass walls, attractive plantings, the vista of woods and rolling fields, a pleasant and spacious cafeteria (convertible at non-eating times to a lounge and recreation area), and an afterhours snack bar. All of the study facilities, the laboratories, the resource centers, and the main library, are designed so that a student might enjoy sitting in them in the later school hours or in the evening to study or work on a personal project. These amenities will also be available to the community as a whole, since the school, with its well-equipped little theatre and rooms for meetings, will be open to all when not being used for school purposes.

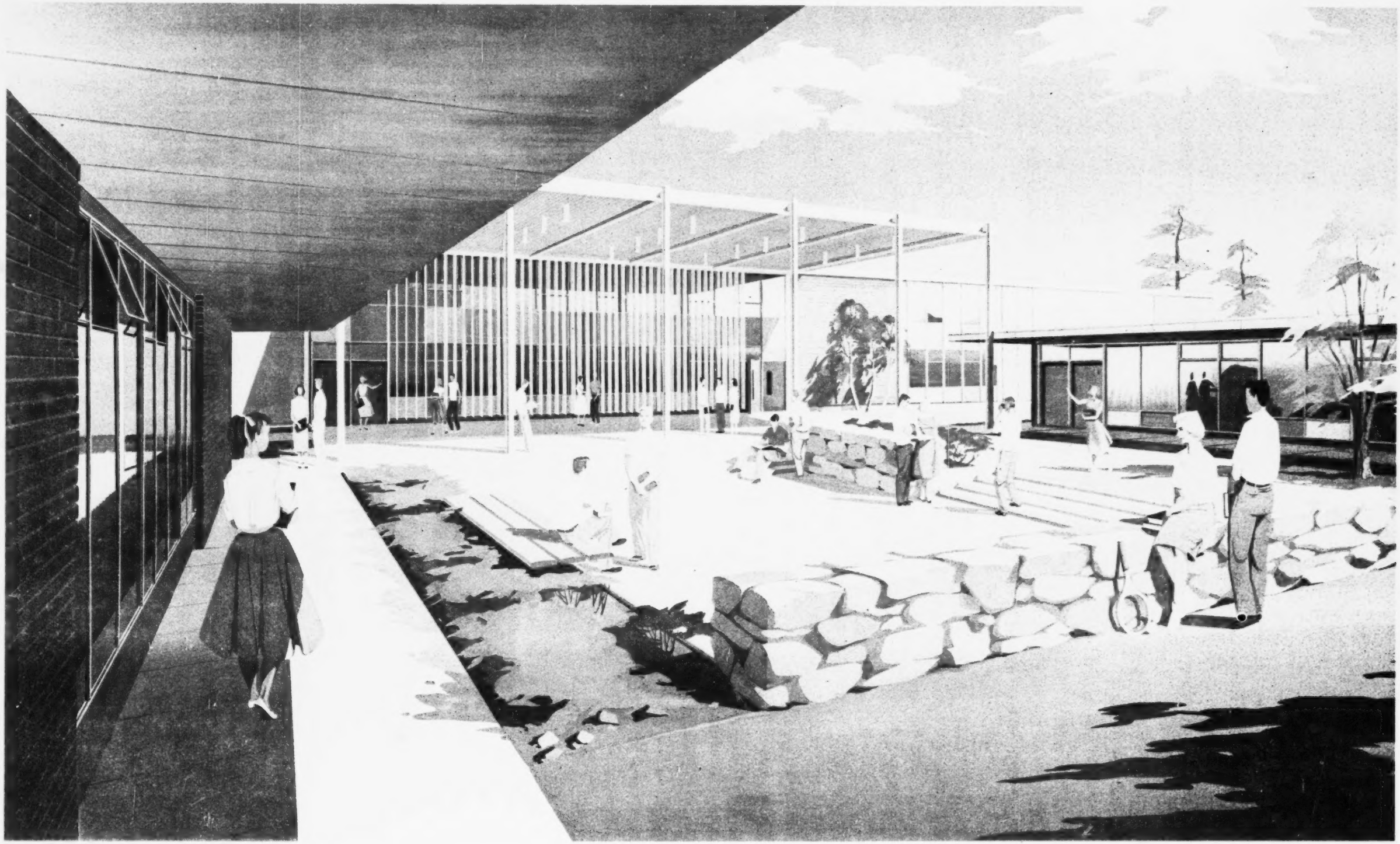


Figure 11. - The courtyard

Construction Methods

The four one-story buildings have steel frames and concrete lift-slab roofs. Under this system, the concrete slabs which form the roofs are poured onto the floor slabs on the site and hoisted by jacks to the top of the steel columns where they are locked into place. This method of roofing was selected by the architects partly because it is economical and partly because it requires wide overhangs which provide shelter for students between buildings and eliminates the need for more costly interior corridors.

Acoustical tile is cemented to the underside of the slab where sound control is needed. Otherwise the slab is simply painted. The two-story arts building has a poured-in-place, ribbed slab concrete second floor with a steel roof frame supporting an exposed cement-fiber deck. The exterior walls are of brick cavity construction - an outer layer of brick with an air space between the brick and the inner wall of pumice block. All interior walls and partitions, with the exception of the removable partitions in some of the rooms, are pumice block. Windows are steel framed with projected openings. The spandrel panels underneath the windows are unglazed structural tile except between the first and second floors of the arts building where they are porcelain-enameled steel. Most of the floors are asphalt tile, but vinyl asbestos tile is used where the wear is extraordinarily hard, as in the cafeteria, or where there is a danger of excessive grease.

A Note on the Dome

The domed field house - one of the first such structures in an American secondary school - might at first glance appear to be an extravagance. It is not. The architects believe it to be a marked economy. The dome provides 41,000 square feet of enclosed floor space, including a dirt floor, a peripheral running track, a portable basketball court, portable bleachers seating up to 1,500 people, and locker rooms capable of handling 1,200 pupils. More than 3,000 people may be seated when the building is used for public meetings.

The field house is roofed with a network or grid of 4" x 14" laminated wood members supporting a 2" wood deck. Asphalt shingle roofing is laid over the deck and is built up with white marble chips at the top where the slope levels out.

The field house serves the combined purposes of a gymnasium and an auditorium for all assemblies which will not fit into the 350 seat little theatre.

GENERAL CONTRACT

1.	General Conditions	$ 52,740.00
2.	Contractor's Insurance	39,956.00
*3.	General Excavation	74,168.00
*4.	Backfill & Rough Grading	25,250.00
*5.	Utility Excavation & Backfill	28,111.00
*6.	Utilities	56,971.00
*7.	Roads & Parking Area	29,356.00
*8.	Ball Fields, Courts, etc.	29,491.00
*9.	Spread Loam and Finish Grading	16,041.00
*10.	Concrete Walks & Curbs	7,281.00
11.	Concrete Forms	72,829.00
12.	Concrete Work	46,691.00
13.	Concrete Accessories	10,625.00
14.	Lift Slab Work	42,962.00
15.	Finish Concrete	31,294.00
16.	Masonry	114,000.00
17.	Rough Carpentry	32,246.00
18.	Finish Carpentry	59,267.00
19.	Waterproofing, Dampproofing & Caulking	1,229.00
20.	Miscellaneous Iron	28,335.00
21.	Metal Windows	28,650.00
22.	Roofing & Flashing	53,491.00
23.	Lathing & Plastering	7,869.00
24.	Tile Work	6,370.00
25.	Resilient Floors	11,270.00
26.	Glass & Glazing	11,851.00
27.	Painting	20,312.00
28.	Plumbing	117,780.00
29.	Heating & Ventilating	204,985.00
30.	Electrical	166,592.00
31.	Acoustical Treatment	16,930.00
32.	Reinforced Steel & Erection	69,179.00

33.	Structural Steel & Erection	$ 44,930.00
34.	Metal Doors & Frames	4,800.00
35.	Overhead Doors	425.00
36.	Laminated Arch & Deck (Erec.)	56,982.00
37.	Classroom Cabinets & Chalkboards	4,739.00
38.	Roof Deck	21,149.00
39.	Toilet Parts	7,500.00
40.	Bar Joists & Decking	16,126.00
41.	Foldway Doors	4,895.00
42.	Wood Floors	6,993.00
43.	Greenhouse	2,000.00
44.	Incinerator	3,074.00
*45.	Lawn Sprinkler	6,515.00
46.	Weather Stripping	2,325.00
47.	Dumbwaiter	1,138.00
48.	Miscellaneous	17,344.00
49.	Allowances	21,500.00
	TOTAL	$1,736,557.00

* Excluded from "buildings alone" cost figures

THE PEOPLE INVOLVED

The Wayland School Committee:

Douglas M. Surgenor, Chairman

John W. Arnold

Eleanor C. Benjamin

John B. Butler

Gregory B. Wolfe

The Wayland School Building Committee:

Allen R. Finlay, Chairman

Edward J. Anderson, Superintendent of Schools

Joyce Bertlesen

Daniel H. Sheehan

Douglas M. Surgenor

Edward F. Thorburn

John B. Wilson

Gregory B. Wolfe

Superintendent of Schools:

Edward J. Anderson

High School Principal:

W. Maxwell Griffin

Architects:

The Architects Collaborative;

In charge: John C. Harkness and Herbert Gallagher

Educational Consultants:

Kargman, Mitchell, and Sargent, Cambridge Consultants, Inc.

Structural Engineer:

Souza and True

Mechanical Enginner:

Reardon and Turner

Contractor:

N. D. C. Construction, Inc.